

HOMEMAKING MANUAL

A Reference Manual
for
Home Teachers
Working with the Adult Blind

Prepared by the

Staff of Community Services for the Visually Handicapped
ILLINOIS DEPARTMENT OF CHILDREN AND FAMILY SERVICES

Cyril H. Winking, Director

PROPERTY OF
IOWA STATE COMMISSION
FOR THE BLIND

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PREFACE

This manual emerged from two forces. They were (1) the need on the part of the teaching staff for an orderly and planned program of instruction to blind homemakers; and (2) the administration's desire to standardize methodology that would insure that each teacher approached her task on the basis of accumulated information that has been tested and evaluated under various circumstances.

The manual was designed to facilitate the work of the teacher by providing her with proven techniques adapted to use by the blind homemaker, and to serve as a guide to a planned and organized teaching program. The material presented may be used in part or in its entirety and the sequence may be varied according to the needs of the learner.

The preparation of this material began many years ago. Sections of the manual were prepared and presented to the teachers at staff meetings, at which time techniques were reviewed and tested under workshop conditions. Later, the techniques were put into practice in actual home-teaching situations. Revisions were made on numerous occasions on the basis of recommendations of the teachers. Because of the many requests for this material, it has been decided to publish it in its present form. It is hoped that additional revisions will be made on the basis of further testing throughout the field.

The members of the committee responsible for the writing of this manual are Mrs. Lillian Rosenbom, Chairman; Mr. Alvin Roberts; and Mrs. Velma Becker.



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We wish to express appreciation to Miss Ruth Kaarlela, Assistant Director, Program for Training Home Teachers of the Adult Blind, Western Michigan University, who devoted much time and effort with the committee members in reviewing the manual, making helpful suggestions and developing the present format. Final editing was completed by Miss Kaarlela and Professor Donald Blasch, Director, Blind Rehabilitation Program, Western Michigan University.

Mr. I. N. Miller, Superintendent
Community Services for the Visually
Handicapped
Illinois Department of Children and
Family Services

TABLE OF CONTENTS

CHAPTER		PAGE
I	INTRODUCTION	1
II	PERSONAL CARE	4
	Care of Hair	4
	Use of Make-up	5
	Care of Nails	6
	Shaving	7
	Care of Clothing	8
III	IDENTIFICATION OF PERSONAL AND HOUSEHOLD ITEMS	10
	Identification by Location	10
	Identification by Size, Shape, Weight, or Texture	10
	Identification by Sound	11
	Identification by Smell	11
	Identification by Labels and Marks	11
IV	CLEANING	13
	Techniques for Washing Dishes	13
	Techniques for Cleaning Flat Surfaces	14
	Techniques for Use of Vacuum	14
	Techniques for Scrubbing and Waxing	15
	Techniques for Cleaning Mirrors, Windows, and Other Glass Surfaces	15
	Techniques for Cleaning Wood and Upholstery	16

CHAPTER		PAGE
IV (con't.)	Techniques for Cleaning Large	
	Household Appliances	17
	Techniques for Making a Bed	18
V	LAUNDERING	20
	Washing	20
	Drying	22
	Starching	23
	Moistening Laundry	23
	Ironing	24
VI	COOKING	26
	Techniques for Pouring Liquids	26
	Techniques for Measuring	27
	Techniques for Spreading	27
	Techniques for Cutting, Slicing, Dicing	28
	Techniques for Peeling and Coring	29
	Techniques for the Use of the Kitchen Range	30
	Techniques for Timing	31
	Use of Electric Kitchen Appliances	32
	Boiling	32
	Baking	33
	Frying	34
	Broiling	36
	Serving Food	37
VII	HOUSEHOLD RECORD KEEPING	38
	Techniques of Record Keeping and Budgeting	38
	Labeling Papers and Maintaining Addresses	
	and Telephone Numbers	39

CHAPTER	PAGE
VII (con't.) Money Identification	40
Adaptations for the Partially Seeing	41
APPENDIX A COOKING GUIDES FOR THE BLIND HOMEMAKER	42
APPENDIX B AIDS AND APPLIANCES	43

CHAPTER I

INTRODUCTION

To the newly-blinded adult, the fact of blindness interferes with the ways in which he has carried out many of the fundamental tasks of daily living. In order to be able to function again as an independent individual, the blind person may need to learn new methods for carrying out certain activities, and he may need support and encouragement to continue former patterns which can be effective despite the loss of sight.

The home teacher is prepared to assist the blinded adult to learn to live as a blind person by offering him instruction involving adaptations and techniques that can be applied in the performance of personal management and/or household duties. Encompassing the various skills to be learned are the following principles and practices which the blind person will find necessary to incorporate into his mode of living:

1. The blind person will need to allow more time than he did previously to complete certain activities. To acquire particular kinds of information, to respond to information, and to ascertain that he can proceed without fear of mishap may take longer when it is necessary to substitute the senses of touch, hearing, and/or smell for the sense of sight.
2. It will be necessary for the blind person to become more conscious of the need to organize. Since he can

no longer use sight to locate and to identify, it will be essential for him to establish a system of storing his possessions and work equipment and to establish a systematic pattern of work.

3. It is important for the blind person to be in close physical contact with the task at hand. This makes it possible for him to know, through the sense of touch, both how his work is progressing, and the relative positions of his tools and/or areas of work.
4. The blind person will need to become aware of "points of reference." Whether he is moving about in his environment or whether he is working with equipment, it will be necessary for the blind person to establish certain landmarks which will serve to give him clues regarding his own position in space and/or the location of his desired goal.
5. The blind person will find that he does a considerable amount of "preventive" work. This might include such activities as dusting more frequently, scrubbing more thoroughly, washing a larger-than-necessary area, etc. Since there are certain conditions which the blind person cannot verify, he can make sure that his surroundings are in order by this type of overwork.

6. The blind person will need to develop some system of marking and/or writing which will make it possible for him to identify materials and to keep personal notes and records.
7. The blind person will need to reorganize his patterns for personal safety. Since blindness limits the reception of distant stimuli, the blind person will need to take precautions in moving about, in the use of equipment, and in the physical arrangement of his environment.
8. In certain circumstances, it will be necessary for the blind person to ask the assistance of someone with sight regarding written communication, color, appearance, and so forth.

The following chapters suggest techniques by which a blinded adult can learn to manage independently in areas of daily living including personal care, identification of personal and household items, cleaning, laundering, cooking, and keeping household records. The principles which have been described in this chapter are basic to the techniques.

CHAPTER II

PERSONAL CARE

A. Care of Hair

To comb hair:

1. Locate the point along the hairline at the forehead where the part begins.
2. Use a single tooth at the end of the comb and draw the comb in a straight line from the forehead toward the back of the head. The hair will divide easily, if the part is in normal position.
3. Hold one side down while combing the other side into place.
4. Check with the index finger to ascertain that the part is straight.

To use rollers:

1. Beginning at the crown of the head, separate a strand of hair as wide as the length of the roller.
2. Place the roller at the end of the hair strand and wind it toward, or away from, the face, depending upon the style desired.
3. Insert pin, or fasten clamp, to secure the roller.
4. Block out the next strand of hair.
5. Continue until the hair is completely rolled.

To make pin curls:

1. Place the index finger of one hand against the scalp where the curl is to be made.
2. With other hand, wind a small strand of hair around the finger.

3. Withdraw the finger and, while holding the curl in place, insert a pin or clip across the diameter of the curl.
4. Direction and position of curls are determined by the hair style desired.

B. Use of Make-up

The procedures preceding the application of make-up, such as cleansing, toning, or moisturizing can be done in the usual manner without use of sight.

Techniques for use of different types of powder are as follows:

Loose powder:

1. If possible, put make-up on before getting dressed.
2. Place a small amount of powder on the tip of the nose, chin, cheeks, throat, and center of forehead.
3. Spread the powder over the face with an upward and outward motion.
4. Brush off excess with tissue.
5. "Preventive" brushing off of self and immediate surroundings is desirable, to remove spilled powder.

Liquid base:

1. Dip finger into make-up.
2. With fingertip, apply the liquid gently to the tip of the nose, chin, cheeks, throat, and center of forehead.
3. With tips of fingers, blend evenly into the skin until absorbed.
4. Work as far as hairline only; do not apply the base into the hair, or too near the eyes.

Cake make-up:

1. Rub dampened sponge over cake make-up lightly.
2. Apply make-up to the tip of the nose, chin, cheeks, throat, and center of forehead.
3. Blend make-up into skin until absorbed.
4. Work as far as the hairline only.

Lipstick:

1. Draw the lipstick across the center portion of either the upper or lower lip.
2. Press the lips together and rub gently from side to side, or,
3. Draw lipstick from center of lip toward each corner and then press lips together.

C. Care of Nails

"Preventive cleaning" is suggested.

1. Use hand brush on knuckles and nails frequently.
2. Clean beneath nails frequently with point of finger-nail file or point of orange stick.
3. Note presence of hangnails, loose or long cuticle, or other rough surface areas.
4. These can be removed by use of an emery board or a pumice stone.
5. Cuticle can be pushed back with towel, orange stick, or other appropriate device. Maintain desired shape and length of nails by intermittent trimming.
6. To achieve a lustre on the nails, buff them.
7. Cut or file toenails straight across with a clipper, a coarse file, or an emery board.

D. Shaving

The standard techniques of shaving apply to a blind person but because loss of sight can cause one to feel uncertain and fearful, it may be helpful to a newly-blinded man to practice shaving without a blade until he feels less apprehensive regarding shaving without use of sight. The following suggestions may be helpful:

1. Develop a pattern of shaving which will cover all parts of the face without unnecessary retracing by the razor.
2. Use the free hand to maintain a check on the quality of the shave and to help keep the razor in proper position against the face.
3. Use the free hand also to pull the skin taut in the area being shaved.
4. Pull the skin in the direction which will cause the hair growth to come straight up and run the razor against the grain of the hair to produce a closer shave.
5. To help maintain symmetrical sideburns, the ear pieces of glasses worn during shaving may help to indicate the lower tip of the sideburn, or the cheekbone can be used a point of reference.

Safety razor:

1. When using a safety razor, it is best to start the blade where the skin is firm and move toward the area of looseness. For example, to shave the upper lip, place the razor near the nose and move it toward the lip; or when shaving the lower lip, start the razor at the upper part of the chin and draw it up toward the lip.
2. Since a safety razor may cause nicks in loose skin, the skin may be drawn taught by the free hand, by positioning of the head or by positioning of the muscles.

Electric shaver:

1. Hold the cutting surface of the shaver flat against the face.
2. Use short, back-and-forth motions.
3. To clean rough areas, use short orbital or circular motions.
4. Light pressure will pick up longer hairs and will not tend to irritate the skin.
5. Heavy pressure will give a closer shave but may irritate tender skin.
6. Pre-shave lotions or powders help the shaver to glide easily across the skin.
7. Equipment should be clean and in good working order.
8. A slow-running, dull electric shaver will give a poor shave and will irritate the skin.

E. Care of Clothing

Blindness makes it necessary for an individual to give particular attention to certain facets of care of clothing.

1. It is necessary to determine tactually that clothes are placed on the hanger properly.
2. It is important to brush clothes each time they are worn.
3. It is important to check tactually for tears, rips, lost buttons, and soiled spots after each wearing to determine need for minor repairs and cleaning.
4. It will be necessary to launder and/or clean clothing frequently, to insure cleanliness.
5. As necessary, the blind person should ask the assistance of a sighted person to be assured that his clothing is in order.

Polishing shoes:

1. Spread newspaper on the work surface.
2. Brush grime off shoes.
3. To prevent soiling hands, place an old sock on one hand and insert the hand into the shoe.
4. Rub cloth or applicator over the surface of the polish and apply to the shoe in sections, using the seams as boundaries.
5. Spread the polish over each section of the shoe and allow to dry.
6. A cloth or applicator with sufficient polish will glide easily across the shoe. A dry cloth will drag.
7. When sufficiently dry, buff the shoe in the usual manner.

CHAPTER III

IDENTIFICATION OF PERSONAL AND HOUSEHOLD ITEMS

A major problem which blindness creates is the identification of those items which one has usually identified by sight. Following are methods to help with identification. These may be used individually or in combinations with each other.

A. Identification by Location

A system of arranging specific items in specific places such as racks or compartments is conducive to quick easy identification. For example, canned peas on one shelf; canned fruits on another; or receipts in the left-hand compartment; and unpaid bills in the right-hand compartment.

B. Identification by Size, Shape, Weight, or Texture

The size and shape of a container may help with identification. For example, vegetables may be in small, family-size cans and fruit juices may be in large economy-size cans. A spoon and a fork differ in shape. Corn flakes and granulated soap have different weights. A linen dish towel and a terry cloth bath towel have textures different from each other.

C. Identification by Sound

A bottle of vinegar sounds different from a bottle of maple syrup or a container of putty sounds different from a can of paint.

D. Identification by Smell

The aroma of ammonia is different from the aroma of chlorine bleach.

E. Identification by Labels and Marks

Use of braille labels:

1. Braille written onto adhesive plastic.
2. Braille notations fastened to containers with rubber bands or staples.
3. Used dictaphone belts cut into appropriate size strips and used for making braille notations.
4. Aluminum tags indicating color.
5. Braille can be used to label a container or an envelope directly; for example, on the envelopes of records, documents, etc.

Identification by other methods:

1. Varying numbers of small pieces of tape can assist in tactual identification. For example, one piece of tape on a container might indicate Reel 1; two pieces, Reel 2, etc.
2. Numbers of notches might identify items. For example, one notch on a spool of thread could indicate white thread; two notches, black thread, etc.
3. Pieces of cloth or pieces of tape cut in different shapes might identify articles which are duplicated but which are of different color.
4. Safety pins, French knots, staples, raised dots, etc., of varying numbers help make positive identification.

Each blind person should work out his own code of identification and interpretation.

CHAPTER IV

CLEANING

It is often necessary for the blind homemaker to practice "Preventive cleaning," inasmuch as she cannot determine the condition of her surroundings visually.

A consistent pattern of motion should be followed in all cleaning operations to insure thoroughness.

A. Techniques for Washing Dishes

1. To clear the table, remove the dishes by working from the edge of the table toward the center.
2. To stack the dishes, place the tall items at the back of the counter.
3. A paper towel or a rubber spatula can be used effectively to "scrape" dishes.
4. Homemakers should follow their preference as to the order in which the various types of household utensils are washed.
5. The homemaker may have a preference for dishcloth, sponge, or mop but, generally, the cleaning device which allows her to maintain the closest contact with the item being washed is the most effective.
6. The blind homemaker may confirm that household utensils are clean by touch.
7. In rinsing the dishes, if a teakettle is used, the spout should be held within a few inches of the highest stacked items and the water poured slowly.
8. Keep free hand away from the stream of hot water.
9. If the homemaker prefers to air-dry the dishes, she should remember that occasionally, this leaves water-spots on glassware or silverware.

10. It is important for the homemaker to store the dishes in a systematic and orderly arrangement.

B. Techniques for Cleaning Flat Surfaces

To be sure that an entire flat surface, such as a shelf, table top, or floor has been cleaned, one systematic pattern or a combination of patterns will need to be followed.

1. The size and shape of the area to be cleaned will determine the pattern which one follows.
2. Divide the surface into sections with overlapping boundaries.
3. Use pieces of furniture or permanent fixtures to mark the boundaries.
4. Clean in narrow strips.
5. Circle the edge and move toward the center.
6. Cleanliness will need to be ascertained by touch, using either the hands or the feet.

C. Techniques for Use of Vacuum

Orientation to vacuum:

1. The homemaker should learn to identify all the attachments and to understand their function.
2. The homemaker should learn to assemble each attachment properly.
3. The homemaker should learn to empty the dust bag.

Use of vacuum:

To clean a rug, follow the principles described in the cleaning of flat surfaces.

D. Techniques for Scrubbing and Waxing

Scrubbing:

1. The principles suggested in the section on cleaning flat surfaces may be applied to scrubbing.
2. A good cleaning agent will assist in scrubbing.
3. Particular attention should be given to corners and crevices, since dirt tends to collect in these areas and might be overlooked.
4. A sponge is a useful device in that it allows close contact with the area to be scrubbed.
5. A final going-over with a sponge and clear water assures that the area is cleaned.
6. Dry thoroughly before application of wax.

Use of liquid wax:

1. Apply to floor with a damp, dry sponge or washcloth.
2. Polish area with same cloth, if the wax is not self-polishing.
3. Allow to dry thoroughly.

Use of paste wax:

1. Apply paste wax with a clean, soft, dry cloth.
2. After it dries, rub vigorously with another clean, soft, dry cloth.
3. Resistance to cloth indicates unpolished area.
4. Thorough polishing is complete when surface feels clean and slick to the touch.

E. Techniques for Cleaning Mirrors, Windows, and Other Glass Surfaces

To be sure that the glass surface is cleaned thoroughly, it is important to cover all the surface by both vertical and horizontal patterns.

1. Begin at the top.
2. Remember to refrain from touching the surface with the bare hand.
3. After cleaning, dry thoroughly with a clean cloth.

F. Techniques for Cleaning Wood and Upholstery

To dust wood:

1. Use either a commercial oil-treated cloth or a soft cloth saturated with furniture polish.
2. Follow a pattern working either from top to bottom or side to side or from one point to another to assure that all the surface is dusted.
3. Buff to produce a gloss.
4. If homemaker uses a polish, the directions should be followed.

To wash and wax wood:

1. Stubborn dirt spots may need to be washed off.
2. Use damp sponge or cloth.
3. Rinse.
4. Wipe dry with a clean cloth.
5. Apply liquid or paste wax as described earlier.

To vacuum upholstery:

1. Use appropriate vacuum attachment of the cleaner.
2. Vacuum upholstery in up-and-down motion.
3. Begin with outside of furniture.
4. Work consistently around the entire piece of furniture.
5. Remove the cushions.

6. Vacuum the area on which the cushions are placed.
7. Vacuum the arms and back.
8. Vacuum both sides of the cushions.
9. Replace them.

To shampoo upholstery:

1. Apply shampoo according to the directions with a brush.
2. Allow shampoo to dry.
3. Brush or vacuum after the shampoo has dried.

G. Techniques for Cleaning Large Household Appliances

Bathroom fixtures:

1. A small sponge which fits into the hand is the most effective device for cleaning fixtures.
2. Follow a systematic pattern, such as beginning at the outer edge of the fixture and working in a circular pattern toward the drain.
3. Give special attention to corners and faucet drain areas, since they are subject to stain.
4. Rinse with clear water several times to insure cleanliness.
5. Examine by touch. (Note: Some stains on porcelain fixtures cannot be detected by touch. Sighted assistance may be needed.)
6. The toilet seat and cover may be cleaned with a disposable mop or bowl brush.
7. To clean the bowl itself, add a disinfectant and wash with a rag or sponge or wear a discarded mitten or sock.

Refrigerator:

1. Follow general instructions which accompany refrigerator.

2. To clean the exterior and interior, follow procedures relating to the cleaning of flat surfaces.
3. Check food for spoilage by smell, touch, or taste before returning it to the refrigerator.
4. Place the food back in a systematic order into usual place.

Stove:

1. The suggestions for cleaning flat surfaces can be applied to cleaning the interior and exterior surfaces of the stove.
2. Clean one burner at a time and reassemble it before going to the next one.
3. Foil liners used in drip pans and aprons help to keep the stove clean. They must be changed frequently.

Electric appliances:

1. Disassemble appliances such as mixers, coffee makers, etc., after each use and wash each part carefully.
2. Reassemble so as not to misplace parts.
3. If unit has a heating element, special care should be taken to clean the unit so as not to submerge that area.
4. Store all appliances completely assembled with accompanying cord attached.
5. This is a convenient time to check for needed repairs, such as loose knobs, frayed cords, and worn dials.

H. Techniques for Making Bed

1. Place the mattress pad on the bed so that it covers the entire area, fitting all sides evenly.
2. Smooth away wrinkles, working from the center toward the sides.
3. To place linens and covers on the bed evenly, use: folds in linens and covers; bed rails; distinguishing

marks in structure of (or placed upon) bed or linens; and distance from bed rail to floor, as guides.

4. The head-end of the mattress serves as a guide for one end of the top sheet.
5. Smooth out wrinkles in sheet from center toward the edge.
6. Place additional bedding, such as blankets or quilts, over the top sheet using the top end of the sheet as a guide and allowing a margin of about four inches of sheet which can be turned back over the blanket or quilt to prevent soilage.
7. Check each item of bed linen for wrinkles or folds.
8. Most bedspreads or covers have identifying marks or labels to distinguish the right from the wrong side. These might be hems, designs, threads, tags, etc.
9. It is helpful to remember that there is no fringe at the head-end of the bedspread and that the foot-end frequently has rounded corners.

CHAPTER V

LAUNDERING

A. Washing

Preparation:

1. It is important for the homemaker to follow the instructions which have come with the washing machine and to have them in readable form.
2. The homemaker should be fully oriented to the washing machine, the parts, and their functions.
3. All buttons, switches, and other operational devices should be marked and their functions specified as necessary.
4. The homemaker should be familiarized with the sound clues of the machine, such as clicking or buzzing or timer communication.
5. It is important that the homemaker has predetermined whether or not the material of an item to be laundered is washable and what the washing instructions are.
6. The homemaker can determine whether an item needs to be laundered by the length of time it has been worn or used; by touch to find soils and stains; by smell; or, by use of a sighted assistant.
7. Clothing and linens should be sorted according to color, material, washing instructions, and/or degree of soil.
8. A separate laundry bag for each member of the family, or for different types of items might be used.
9. Soaps, detergents, and bleaches should be stored near the laundry area.
10. They should be arranged systematically.
11. They should be marked as necessary for identification.

12. After use, they should be returned to the proper place.

Laundering procedures:

1. Locate the waterline to determine the amount of water suggested.
2. Distribute soiled articles around the agitator in order to equalize the weight of the wash load on all sides.
3. Avoid overloading the machine in order to permit suds to circulate throughout the contents.
4. Include articles of different sizes in the same load.

Use of wringer-type washer:

1. Wringer-type washers create added fears within the blind homemaker and his family.
2. Orientation to the machine should include location of the emergency lever on the wringer, as well as practice in swift manipulation of it.
3. Insert an article of clothing into the wringer before starting the wringer in motion.
4. Avoid placing extremely large, or small, pieces of clothing into the wringer the first time.
5. Use towels, pillow cases, or articles of comparable size at the beginning.
6. Fold all garments having buttons so that the buttons are on the inside of the article as it is placed into the wringer.
7. Gather and place one end of the article into the rollers at the point where the rollers come together.
8. Set the wringer into motion only after the article has been placed against the rollers.
9. Keep the hands a safe distance away from the rollers while the wringer is moving - preferably at the outer edge of the drip plate.

10. Keep the articles flat and even with the hands on both sides of the material, guiding the piece through the wringer.

Public laundry:

1. It is possible that the homemaker may wish to use a self-service laundry in the community. If so, she should be oriented to this resource. If the home teacher plans to do the orientation, he should first become fully informed regarding this facility himself.

Bleaching:

1. Follow instructions.
2. Chlorine bleaches are appropriate for white cottons and linens.

B. Drying

Clothes may be dried on an indoor or outdoor clothesline or in a clothes dryer. Outdoors, colored items may fade if they are hung in the sun and starched clothing may lose stiffness in the breeze.

Use of clothesline:

1. Outdoors, locate clothesline by a landmark such as the corner of house, corner of garage, tree, bush, number of steps, etc.
2. It is convenient to carry clothes in a cart that can be pulled.
3. It is convenient to carry clothes pins in a holder that will slide along the clothesline.
4. For convenience in folding and identification, hang similar articles next to each other.
5. In removing clothes from the clothesline, place basket immediately beneath items being taken down to prevent losing them.

Use of automatic dryer:

1. Dry pieces of comparable weight and texture together.
2. Do not overload the dryer.
3. Do not leave clothing in the dryer beyond the recommended time limit.
4. Fold articles immediately after removing them from the dryer.

C. Starching

Procedures:

1. Starch solution may be made by adding instant starch to cold water and dissolving it thoroughly.
2. The proportion of starch to be used will depend on the degree of stiffness desired.
3. Pieces to be starched should be submerged in the liquid until they are saturated.
4. Excess starch should be wrung out.
5. When the articles are thoroughly dry, they should be dampened for ironing.
6. Starched articles should not be dampened and stored for a long time, since they will become mildewed.

D. Moistening Laundry

Suggested equipment:

1. Use a beverage bottle with a perforated metal cap through which the water will sprinkle.
2. Use a hand brush or sponge dipped in a pan of water.
3. Commercial sprinkling containers may be purchased.

Technique:

1. Spread the garment out on a table or work surface.

2. Dampen with one hand, while the other checks for even distribution of water.
3. Roll the garment and allow to stand at least an hour before ironing.

E. Ironing

Orientation:

1. The homemaker must become familiar with the manipulation and structure of the ironing board.
2. She must learn the location of the inlet plug, the shape of the iron, and the temperature or the heat control.
3. If there are notches in the control dial, the temperature may be set by using the "Off" position as a point of reference.
4. It may be necessary to mark the control dial by filing.

Techniques:

1. Until the homemaker develops confidence in ironing, it is important that she place the hot iron on a flat pie-tin kind of holder, rather than to stand it on its heel.
2. Always place the iron at the wide end of the ironing board when it is not in use.
3. The handle of the iron should be toward the homemaker with the heat element farther away from her.
4. To locate the iron, the homemaker should run her hand along the near edge of the ironing board until she locates the iron cord.
5. She should follow the cord until her hand reaches the coil leading to the inlet plug.
6. The handle of the iron will be directly above the coil or above and to the left of it.
7. The homemaker may then grasp the handle and proceed to iron.
8. Smooth the garment with both hands before beginning to iron.

9. Practice moving a cold iron horizontally over the article from the right to the left side and ending at the right or the wide end of the ironing board.
10. Set the iron in its rest position.
11. Move the garment up to the next part to be ironed.
12. Repeat the ironing procedure.
13. Check tactually for possible wrinkles.

CHAPTER VI

COOKING

A. Techniques for Pouring Liquids

1. The cup or container into which the liquid is to be poured should be placed on a flat surface.
2. Position the spout of the pouring vessel at the rim of the receptacle before the liquid flows out.
3. Hold the pouring vessel in one hand and place the spout between the thumb and forefinger of the other hand, resting on the rim of the receptacle.
4. Pour slowly.
5. If pouring container is full, adjustment will need to be made in the angle to which it may be tipped.
6. If liquids or oils are kept in a wide-necked container, they may be dipped with a long-handled spoon, bent so the bowl forms a right angle with the handle.
7. Note the fullness of the receptacle in one, or a combination of, the following ways:
 - a. Place the finger over the rim of the receptacle.
 - b. Notice the difference in the sound of the liquid as it nears the top.
 - c. Note the weight of the receptacle.

Suggested projects:

1. Fill a cup with hot water.
2. Pour a glass of milk from a carton or bottle.
3. Dip tablespoons of water from a wide-necked jar.

B. Techniques for Measuring

Useful aids:

1. A set of graduated measuring cups.
2. A set of graduated measuring spoons.
3. A teaspoon dropper.
4. Drop dropper.
5. A notched strip of wood or plastic the length of a stick of butter.

To measure liquids:

1. Use pouring techniques described above, or dip from wide-mouthed jar.
2. Pour as near to the work area as possible.
3. Place container into or over a larger receptacle to catch possible spills or overflow.
4. If liquid is to be carried, a free hand placed over a container of liquid will act as a leveler, or
5. Pouring liquid into a larger container after measuring makes carrying easier.

To measure dry ingredients:

1. It is easier to dip than to pour.
2. Level off with a knife or a spatula.
3. Remember that brown sugar and fat must be packed for accurate measurement.

C. Techniques for Spreading

To spread soft substances such as soft butter, icing, jam, etc:

1. With a knife, apply a sufficient amount of spread in the center.

2. Spread the substance from the center to the edges, checking with the fingers beside the bread for excess or droppings.

To spread semi-solids such as creamed cheese or peanut butter:

1. Place small quantities of the spread at intervals around a slice of bread or roll.
2. Spread toward the center using light strokes.

D. Techniques for Cutting, Slicing, Dicing

1. Cut on a hard wood board which is evenly and solidly placed.
2. Use a sharp knife.
3. Position the knife at the angle appropriate to the item being cut.
4. Use the free hand as a guide.
5. The forefinger of the free hand can be used to measure the thickness desired.
6. Place the knife at the tip of the finger.
7. Hold the knife straight, apply pressure with smooth movement and even tension.
8. Another way to determine thickness is to span item with thumb and forefinger, keeping out of way of knife blade.
9. To dice, place food on a flat surface.
10. Cut into even strips.
11. Without separating the strips, turn the slice sideways and cut at evenly spaced intervals across the strips.
12. Use of Magna Wonder knife, or equivalent, simplifies slicing.

Suggested projects:

1. Slice one-half loaf of bread.

2. Slice one small can of luncheon meat.
3. Slice a potato.

E. Techniques for Peeling and Coring

It is desirable for the homemaker to develop a systematic method of peeling fruits and vegetables.

Peeling:

1. Hold the fruit or vegetable firmly in one hand.
2. Hold the paring knife so the index finger rests against the back edge of the blade and the other three fingers grip the handle.
3. Place the thumb against the item being peeled well in front of the knife blade.
4. Apply pressure from the forefinger enabling the blade to slide under the peeling toward the thumb.
5. Remove the peelings in regular strips, holding the knife at a slight angle so that the peelings being removed are as thin as possible.
6. When this is completed, turn the object slightly and repeat the process.
7. Use the tip of the knife to remove spots which are perceptible to touch.
8. Immersion in cold water for a few minutes after paring makes blemishes more distinguishable.
9. A floating-blade knife which has a sharp slot through which the peelings slip as they are cut is a useful device. The blade moves to follow the contour of the object to be peeled, giving an even, smooth surface.
10. A floating-blade peeler which works on the same principle as a floating-blade knife but is held by a loop-like handle so the blade is directly across from the fingers is another device. The peeler is pulled along the surface of the fruit or the vegetable so that equal thicknesses of the peelings are maintained.

Coring:

1. Fruit may be cored with a paring knife.
2. Cut the fruit into quarters from the stem to tip.
3. Scoop out the sections of the core using blade of the knife.
4. Use tip of knife to dig out residue.
5. It is also possible to purchase a corer, which is a rounded instrument which may be inserted into the apple and turned.

Suggested project:

Waldorf Salad

Combine: 1 cup diced celery
 1 cup diced apple
 $\frac{1}{2}$ cup nut meats
 $\frac{1}{2}$ cup mayonnaise

Serve on lettuce leaf

F. Techniques in the Use of the Kitchen Range

Orientation to range:

1. The homemaker should familiarize herself with the instructions for use of the range.
2. The homemaker should be oriented to the general overall arrangement of the range.
3. Identify and learn the use of each part of the range.
4. Learn the relationship of each part to the other parts by tactual exploration.
5. The controls and timers must be marked, as necessary.

Safe use of the range:

1. Keep matches in covered tin, or glass jar.
2. Put burned matches into tin container, or douse in water before discarding.

3. Avoid wearing garments which might prove hazardous, such as flowing sleeves, hanging ties, etc.
4. Wear apron to protect clothing.
5. Use pot holders and/or oven mitts.
6. Center pan on unlighted burner by gauging tactually relationship of base of pan to edges of burner.
7. Handle should not protrude over edge of range or over the next burner.
8. Light the stove after pan has been placed on burner.
9. Position of control dial, sound of cooking, and relative temperature in immediate vicinity provide clues regarding intensity of heat.
10. It is important to clean up spills around a range immediately.

Lighting the burner:

1. Use a long wooden match to light the burner if there is no pilot light.
2. Light the match before the gas is turned on. The jet can be located by noting the holes through which the gas flows.

G. Techniques for Timing

1. There may be such timing resources within the home-maker's environment as a striking clock, a favorite radio or television program, etc.
2. Special timing appliances which are appropriately marked can be purchased.
3. Many appliances are equipped with timers.

Suggested project:

Boil water for three minutes.

H. Use of Electric Kitchen Appliances

1. Select appliances whose dials are located so that touch reading can be used.
2. Try to select equipment that can be handled and cleaned with ease.
3. During the use of the appliance, ascertain that the work area is clear of objects which might become caught in the cord.
4. Be sure that the inlet plug of the appliance in use does not protrude over the open edge of the work space.
5. After use of appliance, place out of way to cool.

I. Boiling

Pan boiling is one of the most popular methods of cooking. It is safe and easy.

1. Utilize an appropriate size pan; the food should occupy from one-half to three-quarters of the capacity of the pan.
2. The base of the pan should be as nearly equal in diameter as the burner in order to conserve heat.
3. Measure water and season.
4. Center the pan on the burner.
5. Light the burner.
6. Listen for rolling boil.
7. At the end of the boiling period, turn off burner before removing the pan or the pan cover.
8. Should it have been necessary to remove the pan from the burner before the boiling is completed, turn the burner off at that time as well.
9. To separate contents from the water, it is safest to use a colander.

10. The more experienced cook may drain off the liquid by tilting the pan to either side, holding the lid slightly off-center to allow the steam to escape from the top-side of the pan.
11. Certain items can be lifted out with tongs.
12. Special aids, such as a drain-o-matic and lock-lid pan are available.

Suggested project:

Cook an egg for three minutes.

J. Baking

Before the oven is turned on, it is important to ascertain that the baking rack is in the appropriate location.

To separate eggs:

1. Crack the eggshell in half by striking it lightly on a sharp edge, break it over a small-size funnel placed over a glass and allow the white to pass through the funnel while the yolk remains intact, or
2. Break the egg into one hand, place over the bowl, allowing the white to run through the fingers as the yolk remains in the hand, or
3. Purchase a commercial egg separator, which consists of a glass jar with perforated-depressed lid. The lid holds the yolk while the white runs down into the glass.

To put batter into pan:

1. Pour from mixing bowl into the center of prepared baking pan, taking care to scrape the bowl with a rubber spatula.
2. Tilt the pan slightly at each corner to allow the batter to level itself.
3. A rubber spatula can be used to spread the thick batter.

To bake cookies:

1. Drop cookies can be placed into the pan more easily by dipping the fingers in cold water and then using the fingers to scrape all the batter from the spoon onto the pan.
2. Place the cookies in a systematic manner from left to right, or by use of a point of reference if the pan is round, and allow appropriate amount of space between.

To fill a muffin pan:

1. Select a utensil, preferably a small ladle.
2. With the use of water, determine the relative capacities of ladle and muffin cup in order to select the appropriate amount of batter more adequately.
3. Fill the muffin cup in a systematic manner.

Testing for doneness:

1. If ingredients, pan size, and baking temperatures are all followed accurately, the baking time can usually be relied upon.
2. Touch the cookies or cake lightly at the center-top to feel a slight springiness and slight moistness.
3. Insert a steel knife blade in custard pies, or puddings or insert a toothpick, or wire cake tester in cakes; when these appear clean, the food is finished.

Suggested project:

Prepare a cake mix for baking.

K. Frying

Pan frying:

1. Whenever possible, arrange food to be fried on a cold pan.

2. Place according to a systematic pattern, leaving adequate space between items.
3. To fry eggs, egg rings or the rims of tuna cans can serve as dividers.

To remove excess fat:

1. Remove the pan from the heat.
2. Remove meat from pan and pour fat into large-mouth container.
3. Remove fat with baster.

Turning methods:

1. Remove the pan from the heat.
2. Use a short-handle turner to slide under the portions.
3. Lift and flip so the portion will fall back into place.
4. Tongs can assist in turning.
5. Use a fork to check that the food is in the pan, fried-side up, and that the portions are in proper place.
6. A bacon grid, or inverted metal trivet, placed on cold bacon will hold the pieces in place and eliminate the need for turning.

Doneness:

This can be determined by sound, aroma, timing, and texture.

Oven frying:

1. To fry in the oven is a simple and safe way to prepare meat, requiring a minimum of attention.
2. Prepare the food in the "cold pan-frying method," placing upon rack.
3. Place in preheated oven.
4. Test for doneness by timing, by texture, or temperature indicator.

Suggested projects:

Pan frying - prepare and fry two hamburgers.

Oven frying - prepare and fry four strips of bacon.

L. Broiling

Broiling is a fast method of cooking, using very high heat which is placed over, and very close to the food. Caution is necessary - because of the extreme heat, the possibility of combustion, and the need to handle the hot broiling pan.

1. Before the broiler is turned on, ascertain where the broiling rack is to be placed.
2. Distance from the heat will depend upon the nature and the thickness of the items to be broiled.
3. The first step in broiling is to remove broiler rack from the oven.
4. Place items to be broiled on the cold rack.
5. Use an external point of reference, if possible, to locate approximate area to which broiler rack is placed for cooking.
6. Use oven mitts in handling the broiler unit.
7. Timing, aroma, and testing with a fork can help determine doneness.
8. To turn items in broiler, pull out the rack, set on top of stove, turn with tongs or short-handled spatula and replace rack.
9. Depending on the quantity and location of portions, it may be possible to pull the rack part way out of the oven for purposes of turning.
10. When broiling is finished, turn off the broiler before removing the rack. Hold straight and set on top of stove.

Suggested project:

Broil two chops.

M. Serving Food*

The blind homemaker may ask a guest to help when desirable. She should allow her guest to do what she cannot do comfortably herself. She should attempt to assign various tasks, using her own discretion about the type and the degree of help wanted and/or needed. Each guest may be given a clear and specific assignment. This will enable the homemaker to control the situation, to help her guests to feel comfortable, and to provide a more harmonious tone to the atmosphere in general.

1. It is helpful to plan menus of easy-to-prepare foods and/or those which can be prepared in advance.
2. If there are to be blind guest, it is thoughtful to plan easy-to-eat meals.
3. Food may be served on individual plates; or serving dishes may be passed around the table to the right, by the hostess.
4. Desserts may be served from the top shelf of a cart, which has been pulled to the dining room, and onto which first course dishes can be placed.
5. For small groups, beverages may be poured before they are brought to the table.
6. For a large group, coffee should be poured at the table, preferably by someone who has sight.

*Tips, Esther Knudson, Cooking Without Looking. Louisville, Kentucky: American Printing House for the Blind, 1959. Pp 20-9.

CHAPTER VII

HOUSEHOLD RECORD KEEPING

Blind persons find it necessary to make certain adaptations in setting up systems of record keeping. This is true whether or not the individual is able to use braille.

A. Techniques of Record Keeping and Budgeting

1. Persons who pay bills with cash may find it helpful to place the desired amount of money in containers designated for various expenditures. These containers should then be kept in a safe place and the appropriate one taken out when the householder wishes to make a particular payment. For example, a person may wish to set up four categories: rent, food, clothing, and miscellaneous. If his income is \$100 a week, he may place \$25 in each of the four containers or an amount appropriate to his budget. He will then be assured that he will not spend an excess amount for any one item. He will also have current knowledge of the balance in each container.
2. An alternate method to the one described above would be to deposit the \$100 in one place (e.g. billfold, bank, lock box), and place in the four containers buttons of varying sizes representing different denominations of money. As expenditures are made, buttons are removed from the appropriate containers, thus affording a constant check on monies remaining for each budgeted item.
3. The card file affords a method of maintaining a running record of dates and expenditures for specific expense items. In this system, a 5-x 8-inch card is used and the information entered across the 5-inch width. The name of the expense item should be indented on the top line. Each of the remaining lines should contain the dates and amounts of expenditures arranged in two columns. If the householder wishes to total the expenditures at any time, he may do so by placing the total on the next line, indented for easy reference.

4. The Braille Balance Sheet

If the householder wishes to keep a combined record of all household expenditures, the following procedure may be used:

Using a full-size sheet of braille paper, enter at the top the period to be accounted for (monthly, bi-weekly, etc.) and show the total income for that period. On the left side of the sheet and on each succeeding line, show the amounts spent. This will be referred to as Column I. To the right of Column I, start Column II and enter the item and date of expenditure. At the end of the pay period, or any interim period, total the expenditures and enter the amount on a succeeding line in Column I. Enter the word, "total," and date in Column II on that same line. The latter is important to avoid confusing the total figure with other expenditures.

5. The use of checkbook and proper entries on the check stub provides an additional means of record keeping, as well as a convenient way of handling family finances. A checkbook with stubs of larger dimensions may be secured and is better for making braille entries.

The writing of checks can be simplified by use of a device consisting of two layers of plastic joined at one end so that the check can be placed between them. The top layer has window-like slots for entering the appropriate information in the correct place.*

The check stub should contain the following information: check number; item; amount; date; and balance, e.g., #293; rent; \$75.00; 6/1/65; \$155.90.

B. Labeling Papers and Maintaining Addresses and Telephone Numbers

Envelopes containing important papers, such as insurance policies, deeds, etc., may be labeled in braille. Mail which the blind person wishes to keep may also be labeled in this way.

*See Appendix B

Address and telephone files:

By using index cards, the blind person can keep a current alphabetical file of addresses and telephone numbers in braille. Each card should be prepared as follows:

1. Write the name on the bottom line of the card.
2. Write the address directly above.
3. Write the phone number directly above the address.

Place the card in the file so the braille side is facing away from the reader. The name is at the top of the card. This makes it easy for the blind person to read the card without removing it from the file.

C. Money Identification

A blind person may identify various coins by touch by observing the following characteristics:

1. A dime is the smallest U.S. coin and has a rough edge.
2. A penny is slightly larger and has a smooth edge.
3. A nickel is larger and thicker than a penny and has a smooth, rimmed edge.
4. A quarter is larger and thicker than a nickel and has a rough edge.
5. A half-dollar is larger than a quarter and has a rough edge.

To insure identification of paper currency, fold each denomination differently, or use a wallet in which the various bills can be placed into separate compartments, or a combination of both.

D. Adaptations for the Partially Seeing

The person with low vision who does not use braille, but is able to read and write print and/or script, can also adopt many of the record-keeping methods previously described; but he will record the data in large print letter and/or numerals. These persons may find a dark marking pencil, such as a laundry pencil or a marker, very helpful.

APPENDIX A

COOKING GUIDES FOR THE BLIND HOMEMAKER

Books:

_____, Mirro-Matic Electric Pressure Pan Cookbook. Manitowac, Wisconsin: Aluminum Good Mfg. (Available from the American Foundation for the Blind in regular print and in braille.)

AAIB Home Economics Workshop, Food at Your Fingertips. Louisville, Kentucky: American Printing House for the Blind, 1958. (Available in large print and in braille.)

_____, The BBSS Cookbook of Convenience Foods. Brooklyn, New York: Brooklyn Bureau of Social Service & Children's Aid Society, 1964. (Available in regular print and in braille.)

Hooper, Marjorie S. and Langan, Mrs. Paul J., The Braille Cookbook. Louisville, Kentucky: American Printing House for the Blind, 1949. (Available in large print and in braille.)

Lee, Evelyn, Evelyn Lee's New Cookbook. Los Angeles, California: Braille Institute of America. (Available in regular print and braille.)

Tipps, Esther K., Cooking Without Looking. Louisville, Kentucky: American Printing House for the Blind, 1956 (MS). (Available in large print or in braille.)

Manual:

_____, Touch, Smell and Listen Cookery for the Blind. Newark, New Jersey: Public Service Electric & Gas Company, 1962. (Available in regular print.)

Records:

_____, Betty Crocker Recipe Records, General Mills Miscellaneous pamphlets, and suggestions in periodicals.

APPENDIX B

AIDS AND APPLIANCES*

For the kitchen:

Timers (Marktime)
MIRRO-MATIC Pressure Cooker
SUNBEAM Frypan, with control
Lock-lid Saucepan
Four-in-One Measuring Spoon
MAGNA Wonder Knife
"Kut'N Serve" Cake Cutter
Pie Cutting Guide
Flame Tamer

Other:

Check Stencil
Plastic File Cards
Labelon Tape
Clothing Tags
Alarm Clock

*Available from: American Foundation for the Blind, 15 West 16th Street, New York, New York 10011. Catalog: Aids and Appliances.

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